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ABSTRACT

Inherent limitations on the feasibility of experimentation have made it difficult for investigators to formulate an adequate understanding of individuality as a psychological phenomenon. Recently, Fiske (1979) and Sontag (1971) have suggested that application of a longitudinal or developmental strategy might be of some use in remedying this difficulty. A longitudinal study of individuality was carried out through the use of three scored autobiographical data forms tuned to particular developmental periods. Between the ages of 18 and 30, 415 males and 358 females, participated in three assessments in which they responded to 281 life history of biodata items. Subsequently, the item data collected over this developmental period for each sex group were entered into separate principal component analyses, and scores on the resulting components formed the basis for a set of Ward and Hook subgroupings. The 15 male subgroups and the 17 female subgroups generated an 84 percent and 86 percent classification ratio for the two sex groups. Examination of the subgroups' differential characteristics and a number of subsidiary analyses indicated that the various male and female subgroups met the essential requirements for the formation of robust and powerful developmental typologies. A marked similarity to the types identified by Block (1971) was noted along with certain other conclusions which flowed from the types' differential characteristics. A series of eleven tables, which provide detailed data analyses, is appended. (Author/WAS)

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Life History Dimensions And Types Between Age 18 And 30

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Abstract

Between the ages of 18 and 30, 415 males and 358 females participated in three assessments in which they responded to 281 life history of biodata items. Subsequently, the item data collected over this developmental period for each sex group were entered into separate principal component analyses and scores on the resulting components formed the basis for a set of Ward and Hook subgroupings. The 15 male subgroups and the 17 female subgroups generated an 84% and 86% classification ratio for the two sex groups. Examination of the subgroups' differential characteristics and a number of subsidiary analyses indicated that the various male and female subgroups met the essential requirements for the formation of robust and powerful developmental typologies. A marked similarity to the types identified by Block (1971) was noted along with certain other conclusions which flowed from the types differential characteristics.

Psychology is a diverse field subject to rapid changes in the focus of its research efforts, yet one of its abiding interests has been the nature and import of human individuality (Vale & Vale, 1969). Over the years our attempts to measure and predict differential behavior have met with some success. However, inherent limitations on the feasibility of experimentation have made it difficult for investigators to formulate an adequate understanding of individuality as a psychological phenemena. Recently, Fiske (1979) and Sontag (1971) have suggested that application of a longitudinal or developmental strategy might be of some use in remedying this difficulty.

When the developmental literature is examined one finds a trenchant argument for the possibility that differential behaviors or experiences arise as a result of a dynamic, ongoing interchange between the individual and the environment which serves to further individual adaption (Lerner, 1978; Riegel, 1975). If the validity of this position is accepted, it has a number of salient implications for the assessment of individuality. First, as a result of the fact that the individual changes the environment and the environment the individual, it will be difficult to formulate a fully adequate description of the individual at a single point in time. Second, because individuals are exposed to systematically different sequences of environments and situational effects, this interchange may lead to qualitative differences between groups of individuals in the meaning or accuracy of behavioral indicators of individuality. A variety of evidence has accumulated in the non-cognitive domain which suggests that these effects are in fact operating. For instance, Mischell (1969) has cited a number of studies which point to the limited stability of differential descriptions formulated at a point in time, while Owens and Schoenfeldt (1979), Block (1972) and Bem and Allen (1974) have presented evidence which suggests the existence of qualitative differences between groups of individuals in the salience, organization and behavioral implications of differential indicators.

Of course, the existence of such qualitative differences suggests that a completely nomothetic approach is not likely to yield an effective summary description of individuality. An alternative approach, which is capable of capturing at least those qualitative effects that replicate themselves across individuals, may be found in the typological model. Moreover, this model can be extended to incorporate developmental considerations through the use of situationally based differential indicators collected at a number of points in time. The present study employed subgrouping algorhythms and differential indicators of this sort in an attempt to formulate an empirical typology reflecting individuality in development. Additionally, it was planned that an attempt would be made to review the types differential characteristics in order to generate some general conclusions concerning the ontogeny of individuality and its implications for the assessment of individuals.

Against this backdrop it was decided that a longitudinal study of individuality would be carried out through the use of three scored autobiographical data forms tuned to particular developmental periods. A brief review of the design applied in this research effort may be found in Table 1. In the initial phase of this investigation, a 118 item biodata questionnaire, termed the BQ, was administered to 4852 males and 4808 females entering a large southeastern university during the fall of the 1968, 1970, 1971, 1972 and 1973 academic years. Each class or cohort provided roughly 2000 subjects who completed the questionnaires over the course of freshman orientation. Item content covered a variety of pre-college behaviors and experiences.

The second biodata questionnaire, referred to as the College Experience Inventory, was mailed to the members of all entering classes, except the class of 1971, during the early spring of their senior year at the university. Completed questionnaires were eventually returned by 1266 males and 1232 females. The CEI contained 58 items dealing with academic experiences, reading habits, employment, extracurricular activities, social relations, politics and religion during the college years.

At various times following college graduation a third biodata questionnaire, termed the Post College Experience Inventory (PCEI), was mailed to those graduating members of the initial cohorts who could be contacted through the alumni office. The schedule for completion of the PCEIs may be found in Table 1, and it should be noted that the class of 1968 was last assessed in 1980, eight years after graduation. Mailouts were accompanied by a small token payment and 1933 males and 1955 females eventually returned at least one questionnaire. Concerned with young adulthood, the PCEI contained 97 items covering evaluation of college education, job related behaviors, religion, marriage and the family and leisure activities.

Finally, a complete description of the data pool requires reporting that the class of 1968 also completed a battery of non-cognitive tests during freshman orientation. This battery yielded a total of 22 scores along with the scores derived from the various subscales of the Strong VIB. Subsequently, the university registrar made SAT and GPA information available for members of this cohort. A brief description of all these scales may be found in Table 2.

Three additional characteristics of the samples and measures described in the foregoing paragraphs should be mentioned. First, comparison of the CEI and PCEI respondents and non-respondents on the factors obtained from the BQ has failed to reveal any substantial bias, except for a positive difference one-fourth of a standard deviation in magnitude on the Academic Achievement dimension. Second, preliminary analyses indicated that the PCEI yielded different dimensional structures for data collected two to four and six to eight years after graduation. As a result, the data obtained within the two time intervals was treated as if it had been acquired from two different instruments. Finally, 415 males and 358 females were available who had responded to the BQ, the CEI and the PCEI administered six to eight years after graduation. These subjects were used to form a special longitudinal sample, which exhibited no more bias than that observed in the CEI and PCEI respondent vs. non-respondent analyses.

Once this data had been collected, each of the three biodata instruments was examined in a sort of sequential analysis. Initially, the male and female item responses were subjected to separate principal component analyses. A decision regarding the number of dimensions to be retained was usually based on inspection of the plot of latent roots. Two or three possible inflection points often appeared and the resulting or orthogonal rotations were subsequently evaluated for interpretability and parsimony. This led to the selection of a final solution and each dimension was named on the basis of the items yielding loadings above .30. Finally, individuals were assigned scores on each of the relevant dimensions. These dimensional scores then formed the basis for a Ward and Hook subgrouping. Inspection of the plot of incremental sums of squares served to identify two or three potential solutions. Generally, the final subgrouping solution was chosen on the basis of the number of individuals who could be fitted into a single subgroup after operation of the affirmation subroutine. Once a given number of subgroups had been selected in a particular case, a discriminant analysis in which dimensional scores served as predictors was employed to derive a probability of membership in each subgroup for each individual. This probability became a metric of subgroup fit. Labeling and description of the subgroups was carried out on the basis of two or three kinds of information: (1) mean differences between the subgroup and the sample as a whole in excess of half a standard deviation on the relevant summary dimensions; (2) mean differences between the subgroup and the sample as a whole in excess of half a standard deviation on the items; and (3) for the BQ subgroups only, subgroup differences observed on the measures of the reference battery or in some 40 experimental and field studies. Tables 3 and 4 present the names eventually assigned to these subgroups and summary dimensions.

Having established the nature of these preliminary analyses, it now seems appropriate to turn to the central analyses of the present investigation. Formation of the composite subgroups began with the construction of two supramatrices, by sex, which contained the BQ, the CEI and the PCEI 6/8 item responses of the members of the

longitudinal sample. Subsequently, each of these matrices was factored and subgrouped in accordance with the procedures applied in the analyses of a single instrument. The definitional characteristics of the resulting cross time subgroups were identified by determining those composite summary dimensions, as well as those BQ, CEI and PCEI 6/8 items and summary dimensions which yielded differences between the subgroup and the relevant sex group in excess of half a standard deviation. In order to generate some additional differential data and determine the robustness of subgroup definition as exhibited in the maintenance of a characteristic differential pattern on indicators which were (1) not utilized in subgroup formation, (2) collected at different points in time and (3) collected through different measurement formats, similar differential analyses were carried out on the reference measures as well as the PCEI 2/4 items and summary dimensions. Once the significant indicators had been identified, each measure was correlated with the probability metric characteristic of the subgroup in an attempt to identify the discriminating power of the indicators. At this point, the content and power of the significant indicators obtained for each subgroup were reviewed by three trained psychologists and a consensual label which appeared to summarize these characteristics was generated, as well as certain general conclusions concerning the nature of the subgroups' differential characteristics.

Once these basic steps had been carried out, a number of additional analyses were conducted in an attempt to enhance our understanding of the composite summary dimensions and subgroups. First, the possibility of subgroup differences in the organization of definitional characteristics was examined by intercorrelating scores on the composite summary dimensions within each subgroup. Second, because incremental sums of squares figures are spuriously inflated by potential organizational differences, the adequacy of classification was assessed on the basis of the extent to which the probability metrics approached the 0/1 matrix of aposterori probabilities which would be produced by a perfect subgrouping solution where individuals have a probability of 1 of being assigned to a single subgroup and 0 probability of assignment to

all other subgroups. Third, the relationships among the composite subgroups were through a discriminant space analysis and intercorrelation of the composite probability matrix. Fourth, an effort was made to assess the inferential validity, temporal composition and sequential subgroup correlates of the composite subgroup; this effort was implemented by correlating the fit metrics for the composite subgroups with those obtained for the sequential subgroups and regressing the former on the latter. Fifth, and last, it was desired to provide some evidence with regard to the temporal characteristics, inferential validity and sequential correlates of the composite summary dimensions. With these ends in view, scores on the composite dimensions were correlated with and regressed on the sequential dimensions using the regression procedures just described.

Clearly, the preceding analyses generated a wealth of data. Hence the summary which follows is based on a few salient points, a few examples and an attempt to interpret. Table 5 presents the male and female composite summary dimensions, the percent variance accounted for and the number of items loading on each dimension. Inspection of the percent variance accounted for figures indicates that these solutions provided a reasonably effective summarization of individuality over time at the population level. A better understanding of how this summarization was accomplished and the nature of the composite summary dimensions may be obtained by inspection of Tables 6 and 7 which present the items loading on the male professional occupational dimension and the female identification dimension. This data serves to illustrate the fact that the dimensions incorporated items of diverse content, items drawn from different instruments and/or antecedent-consequent relationships within a single instrument. Thus the composite dimensions appear to reflect broad, complex processes which emerge over time rather than simple content homogenity as was the case in the sequential analyses. Given Eichorn's (1972) conclusions regarding the nature of stable, effective predictors in the non-cognitive domain, it is unsurprising that dimensions of this sort would yield an effective description of individuality over

time. Moreover, the unique emergence of the complex dimension in the composite, as opposed to the sequential analyses, may be attributed to the inclusion of a predictive element in the variance among item responses and the variance maximization operations characteristic of a principal components analysis.

Somewhat more direct evidence pointing to the temporal nature of the composite summary dimension may be obtained by inspection of the results of the regression and correlational analysis relating the composite and sequential summary dimensions. Support for the temporal nature of the composite dimensions lies in the fact that each composite dimension was associated with significant independent increments in prediction obtained from sequential dimensions derived in the analysis of at least two separate instruments. Evidence pertaining to the validity of the dimensional labels and their complexity was provided by the diverse, albeit readily interpretable, content of the significant beta weights and correlates obtained for each composite dimension. Finally, roughly half the composite dimensions were associated with multiple R's above .90 while the remaining half were associated with multiple R's of .50 or less. When it is recalled that the typical N is small, the number of predictors large and that a stepwise procedure was in use, then it is clear that the composite analyses yielded some unique information and so represent more than a simple amalgamation of sequential dimensions, perhaps because predictive relationships were incorporated in the definition of these dimensions and some of the resulting processes, such as the development of a professional career, cannot be readily defined at a point in time.

Regardless of the reasons underlying the emergence of such unique dimensions, it is clear that dimensions reflecting complex processes emerging over time are nearly ideal for the formation of developmental or composite subgroups. Application of the criteria described earlier led to the retention of a 15 subgroup solution for the males and a 17 subgroup solution for the females. Classification figures indicated that 86% of the males and 84% of the females could be fitted to a single subgroup; a

very satisfactory result given a fit criterion of .95 and the fact that these figures represent roughly a 10% improvement over the classification rates obtained in the various sequential analyses. Moreover, since 95% of the aposterori probabilities lay above .90 or below .10 these solutions represent a close approximation to the 0/1 matrix characteristics of a perfect subgrouping solution. Further analyses involving the aposterorio probabilities indicated that: (1) although the subgroups lay at varying distances in discriminant space, the likelihoods of assignment to the various subgroups were essentially independent; (2) each composite subgroup appeared to summarize individuality over time in the sense that it was associated with significant independent increments in prediction obtained from subgroups derived in the analysis of at least two separate instruments; and (3) as might be expected, given the results of the summary dimensions regression analyses, the composite subgroups were not well predicted by the sequential subgroups since multiple R's seldom exceeded .50 under conditions where a large number of predictors, a relatively small sample and stepwise procedures were in use. Hence, the composite subgroups appear to provide a somewhat unique summary description of individuality.

In order to obtain somewhat more concrete information concerning the unique characteristics of these subgroups, the various differential analyses described in the foregoing paragraphs were carried out. Tables 8 and 9 present a brief summary of the composite subgroups differential characteristics, their size and the labels eventually assigned to them. Even a cursory inspection of this data indicates that the various subgroups were well differentiated from the relevant subsample on a variety of indicators at a number of points in time. This suggests that the composite subgroups meet the essential requirements for formation of a developmental typology. Moreover, because the subgroups characteristic pattern of differentiation was maintained on external indicators of individuality garnered at a number of points in time and through different measurement formats, it would seem that this is a relatively robust developmental typology. Finally, Tables 10 and 11 indicate that even among the

larger subgroups that lay relatively close together in discriminant space, significant differences were observed in the organization of the composite summary dimensions which were readily interpretable on the basis of the types differential characteristics. It is of note that this finding argues for the appropriateness of the typological approach applied in the present investigation.

Although this investigation lacked some of the classic structure of a construct validation study, both the data and the literature do afford a basis for several kinds of inferences regarding the probable validity of this typology. One of several more important pieces of supporting evidence may be found in the fact that the subgroups differential characteristics could be integrated and summarized in a brief consensual label. Additional support for the validity of this typology may be found in the fact that subgroup size was roughly what one might expect given the nature of the sample in use and the fact that the types differential characteristics extended across specific measurement formats. Perhaps the strongest evidence bearing on the validity of this typology lies in our finding that 9 of Block's (1972) 11 "directions of development" were apparently replicated in the study at hand. For example, the types labeled Unscathed Adjusters and Social Manipulators in the present investigation were essentially identical to Block's Feminine Prototypes and Dominating Narcissists. Failure of some of the smaller subgroups to find matches among Block's types may be attributable, in part, to the availability of a much larger sample in the current investigation. Nevertheless, given the substantial methodological differences apparent in these studies along with certain differences in sample characteristics, the existence of such parallelism provides a powerful argument for the validity and generality of the empirical typologies constructed in both these investigations to describe individuality in development between adolescence and young adulthood.

Having established the status of the subgroups as an empirical developmental typology and provided some evidence for the validity of this conceptualization, it now seems appropriate to turn to some of the general conclusions formulated in comparison

of the types differential characteristics. First, identical aspects of current behavior might lead to favorable or unfavorable outcomes as a function of differing antecedent conditions. Thus, collegiate rebellion against a restrictive family environment tended to be associated with favorable outcomes in adulthood while comparable rebellion against a normal environment was associated with unfavorable outcomes. Second, the influence of a given environment, such as fraternity membership, or later development also varied as a function of type specific characteristics. Third, types which were well differentiated over time occasionally displayed a nearly identical pattern of differential behaviors and experiences at a single point in time. The existence of this phenomena, labeled local convergence, suggests that it will be difficult to obtain a fully adequate definition of individuality in a single assessment. Fourth, some differential qualities appeared to exert a preponderant controlling influence over the differential behavior and experiences of certain types. For instance, the differential characteristics of the competent nurturers appeared to be centered around nurturant activities. It is of note that such effects are not readily handled in traditional measurement systems except by consideration of type status. Fifth, certain developmental pathways or patterns of antecedent-consequent relationships, such as compensation in the development of achievement motivation, would be unlikely to be identified at the population level due to the fact that only a limited number of the smaller types manifested these relationships. Sixth, the consistency of a differential quality over time appeared to depend on both the quality and type of person under consideration. Seventh, the differential characteristics of the types appeared to coalesce around a certain niche and mode of adaption that type members utilized in exploiting their environment. These appeared to emerge out of the resources and experiences made available by their life history.

On the basis of the foregoing considerations it was noted that general statements or laws concerning the effects of certain differential qualities or experiences should be made within controlled domains of people and that population based statements which

ignore typological considerations may be grossly misleading for the individual case. Moreover, it is suggested that individuality can only be fully defined on a cross time or developmental basis and that it is best conceived of as an adaptive process. It was also noted that the traid model is subject to assumptional violations in the non-cognitive domain which may restrict predictive power and retest reliability and that the typological model might prove a more appropriate strategy for the assessment of individuality in this case. Subsequently, some potential applications of this approach were discussed, and it was suggested that the use of a bayesian approach to type assignment coupled with examination of changes in these probabilities after the occurrance of certain events may provide us with a quasi-experimental technique for enhancing our understanding of type status and individuality as a phenomena. Finally, certain potential applications of this approach in selection, placement, career development and manpower planning were elaborated.

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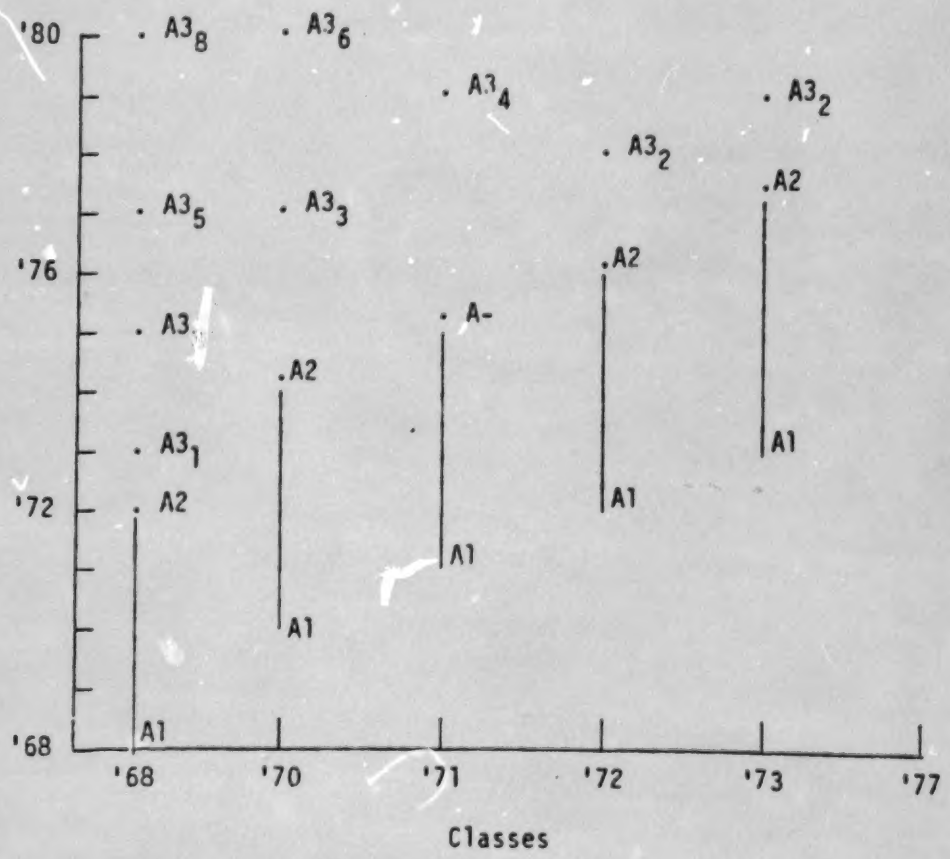
Table 1

Design of the Cohort Sequential Study



A1 = Assessment 1

A2 = Assessment 2

A3 = Assessment 3

A- = Assessment 2 not conducted

A3 - Subscripts = Years since Graduation on Assessment 3

Table 2

List of Reference Battery Variables

Standard Measures	In-House Measures	# of Items	r
1. Strong Vocational Interest Blank	1. Purdue Values Inventory		
a. 58 Occupational Scales	a. Cognitive Values	10	.86
b. 22 Basic Interest Scales	b. Social Religious	9	.81
2. Academic Achievement	c. Economic Values	9	.66
a. High School GPA	2. Inventory of Personal Goals		
b. SAT Verbal	a. Physical Goals	7	.81
c. SAT Math	b. Short-term Goals	7	.84
d. SAT Linguistic	c. Long-term Goals		
e. SAT Total	3. Inventory of Emotional Reactions		
3. Inventory of Social Attitudes	a. Positive Emotionality	28	.83
a. Radical vs. Conservative	b. Negative Emotionality	28	.88
b. Tender vs. Tough Minded	c. Inhibition	7	.82
4. Personal Reaction Inventory (F Scale)	d. Exposure	7	.47
a. Direct F			
b. Reverse F			
c. Total F			
5. Crown-Marlowe			
a. Social Desirability			
6. Rotter's Locus of Control			
a. Internal vs. External			
7. General Outlook Inventory			
a. Integrative Complexity			
b. Conceptual Simplicity			
c. Hierarchical Complexity			
8. Maucsley Personality Inventory			
a. Extraversion			
b. Introversion			

Table 3A

List of Sequential Dimensions for Males

BQ		CEI	
1	Warmth of Parental Relationship	1	Literary Pursuits
2	Academic Achievement	2	Sociability
3	Social Introversion	3	Religious Involvement
4	Intellectualism	4	Positive College Experience
5	Aggressiveness/Independence	5	Heal[illegible]
6	Socio-Economic Status	6	Marital Status
7	Parental Control vs. Freedom	7	Activity in Organizations
8	Athletic Interest	8	Athletic Pursuits
9	Social Desirability	9	Self-Support
10	Scientific Interest	10	Bohemianism
11	Positive Academic Attitude		
12	Religious Activity		
13	Sibling Friction		

PCEI 2/4		PCEI 6/8	
1	Job Satisfaction	1	Job Satisfaction
2	Extra-Occupational Satisfaction	2	Job Channeling
3	Early Occupational Tasks	3	Religious Morality
4	Entry Level Occupational Tasks	4	Extra-Occupational Satisfaction
5	Vocational Direction	5	Cognitive Orientation
6	Religious Involvement	6	Semi-Skilled Labor
7	General Reading	7	Occupational Status
8	College-Moderated Social Development	8	Social Adjustment

Table 3B

List of Sequential Dimensions for Females

BQ		CEI	
1	Warmth of Maternal Relationship	1	Dating Activity
2	Social Leadership	2	Liberal Activism
3	Academic Achievement	3	Religious Involvement
4	Socio-Economic Status	4	Athletic Participation
5	Parental Control vs. Freedom	5	Positive College Experience
6	Cultural/Literary Interests	6	Health
7	Athletic Participation	7	Traditional Social Involvement
8	Scientific Interest	8	Self-Support
9	Conformity to Female Role	9	Sociability
10	Adjustment	10	Leisure Reading
11	Expression of Negative Emotions		
12	Popularity with the Opposite Sex		
13	Social Maturity		
14	Positive Academic Attitude		
15	Warmth of Paternal Relationship		

PCEI 2/4		PCEI 6/8	
1	Job Appropriateness	1	Job Determinants
2	Extra-Occupational Satisfaction	2	Job Satisfaction
3	Job Satisfaction	3	Extra-Occupational Satisfaction
4	Intellectual Leisure Reading	4	Asocial Job Activities
5	Upward Occupational Mobility	5	Collegiate-Social Maturation
6	Occupational Initiative	6	Perceived Occupational Status
7	Religious Beliefs	7	Religious-Community Involvement
8	Collegiate Personal Development	8	Intellectual Reading
9	Rudimentary, People-Oriented Jobs	9	Occupational Initiative

Table 4A

List of Sequential Subgroups for Males

BQ		CEI	
1	Indifferent, Low Achieving Artists	1	Dependent Womanizers
2	Traditional, Science-Oriented Achieving Leaders	2	Adjusted Academics
3	Cognitively Simple, Non-Achieving Business Majors	3	Constrained Young Marrieds
4	Unconventional, Overachieving, Self-Directed Leaders	4	Ineffective Isolates
5	Analytical Independent	5	Unrestricted Working Students
6	Cognitively, Complex Religious Converters	6	Born Again Christians
7	"Eggheaded" Leaders	7	Maladjusted Drifters
8	Business-Oriented Fraternity Joe	8	Health Restricted Individuals
9	Emotional Non-Achievers	9	Bohemians
10	Authoritarian Dropouts	10	Fraternity Members
11	Competent Independent Aestetes	11	Realistic Intellectuals
12	"Jocks"	12	Spiritual Thinkers
13	"Farm Boys"	13	Organizational Activists
14	Nonathletic Scientists		
15	Athletically Oriented Science Majors		
16	Humanitarian Underachievers		
17	Bright, Achieving Leaders		
18	Poorly Adjusted Business Majors		
19	Approval Seeking Humanitarians		
20	Concretely Oriented Achievers		
21	Conservative, Achieving Introverts		
22	Rebellious Nonachievers		
23	Nonconformist Dropouts		

Table 4A (continued)

PCEI 2/4		PCEI 6/8	
1	Graduate Students	1	Unambitious Townsmen
2	Religious Dogmatics	2	Unhappy Isolates
3	Traditional Achievers	3	Underemployed Malcontents
4	Good Ole Boys	4	OMIT (N = 2)
5	Disillusioned Occupational Idealists	5	Successful Occupational Misfits
6	Young Entrepreneurs	6	Impoverished Ineffective Men
7	Alienated Occupational Successes	7	Rednecks
8	Intellectual Unconventionals	8	Contented Affluent Conservatives
9	Socially Maladapted Individuals	9	Born-Again Believers
10	Early Maturers	10	Areligious Careerists
11	Disappointed Laborers	11	Enterprising Intellectuals

Table 4B

List of Sequential Subgroups for Females

BQ

1 Well Adjusted Achievers
2 Extraverted, Materialistic, Authoritarians
3 Conservative Athletes
4 Active, Conventional Social Leaders
5 Unpopular, Cognitively Simple, Introverts
6 Dependent, Poorly Adjusted Dropouts
7 Retiring, Action-Oriented Science Majors
8 Mature, Socially Oriented Low Achievers
9 Unconventional Achievers
10 Cognitively Simple, Emotional Dropouts
11 Mature Liberal Humanists
12 Scholary Bookwords
13 Cognitive Complex Achievers
14 Liberated Women
15 Goal Oriented Social Leaders

CEI

1 Traditional Daters
2 Effective Intellectuals
3 Fashionable Liberals
4 Fragile Flirts
5 Self-Supporting Women
6 "Married" Students
7 Dependent Isolates
8 Introverted Escapists
9 Christians
10 Athletes
11 Aggressive Joiners
12 Sorority Sisters

PCEI 2/4

1 Concrete Careerists
2 Immature Escapists
3 Religious Copers
4 Effective Adapters
5 Self-Developers
6 Unaspiring Workers
7 Satisfied Conventional Females
8 Self-Defeating Passives
9 "Schoolmarms"
10 Homebodies
11 Unprepared Underemployeds
12 Newly-Married Careerists

PCEI 6/8

1 Professionals
2 Disillusioned Capitalists
3 Adapted Conventionalists
4 Community-Directed Housewives
5 Realistically Mature Adults
6 Inactive, Vocationally Uncommited Females
7 Underemployed Intellectuals
8 Vocationally-Adjusted Expressives
9 Asocial, Occupationally-Focused Women
10 Presently Devastated Women
11 Occupational Defensives
12 Occupationally Disaffected Women
13 Downtrodden Passives
14 Family-Focused Women

Table 5A

Male Cross Time Dimension Names, Percent Variance Accounted For, and Number of Items Loading

	Factor Name	% Variance Accounted For	Items Loading
1	Parental Warmth and Social Adjustment	11.1	82
2	Professional Occupational Orientation	4.0	25
3	Traditional Masculine Role	2.6	18
4	Religious Involvement	2.4	11
5	Academic Achievement	2.1	18
6	Intellectual Pursuits	1.9	13
7	Sociability	1.7	16
8	Socioeconomic Status	1.6	10
9	Satisfaction with Social Life	1.5	10
10	Family Conflict	1.4	10
11	Scientific/Engineering Interests	1.4	9
12	Occupational Satisfaction	1.3	11

N_T = 417 Cum. 33.2

Table 5B

Female Cross Time Dimension Names, Percent Variance Accounted For, and Number of Items Loading

	Factor Name	% Variance Accounted For	Items Loading
1	Traditional Social Adjustment	13.3	74
2	Job Channelling	3.3	18
3	Occupational Success and Satisfaction	2.8	19
4	Self Esteem	2.6	13
5	Sociability	2.1	21
6	Intellectual Pursuits	1.8	18
7	Scientific Interests	1.7	10
8	Religious Involvement	1.6	12
9	Negative Parent/Child Conflict	1.5	8
10	Paternal Identification	1.5	12
11	Socioeconomic Status	1.4	10
12	Life Satisfaction	1.4	11
13	Athletic Interests	1.3	9
14	Sibling Friction	1.2	6

N_T = 358 Cum. 38.6

Table 6

Male Dimension Two:
Professional Occupational Orientation
Item Loadings

Instrument	r	Item Content
CEI	.36	active in professional or honorary fraternity
PCEI	.64	was type of work important in choosing first job
PCEI	-.63	first job was only means of employment
PCEI	.59	did you find exactly the kind of job you wanted
PCEI	.58	did you know exactly the kind of job you wanted
PCEI	-.55	did you badly need a job when you found one
PCEI	.51	the University was adequate in providing vocational training
PCEI	.50	opportunity for advancement was important in first job
PCEI	.49	opportunity for individual action was important in first job
PCEI	.45	the University helped secure first job
PCEI	.45	special skills and talents influenced being hired for first job
PCEI	.38	the University helped prepare you for a happy family life
PCEI	.38	undergraduate grades influenced being hired for first job
PCEI	.35	would you go into the same type of work again
PCEI	.35	what is your monthly income
PCEI	.34	the University helped develop your intellectual abilities
PCEI	.34	do you read professional and financial journals
PCEI	-.34	how many jobs have you held since graduation
PCEI	.34	do you advise/consult on your job
PCEI	.30	do you manage/supervise on your job
PCEI	.31	do you perform computational work on your job
PCEI	.31	how many civic and professional clubs do you belong to

Table 6 (continued)

Instrument	r	Item Content
PCEI	.30	was security important in choosing first job
PCEI	.30	how important a part of your life is your job
PCEI	.30	do you organize on your job

Table 7

Female Dimension Ten:
Paternal Identification
Item Loadings

Instrument	r	Item Content
BQ	.58	how often did you discuss intimate matters with your father
BQ	.58	to what extent have you tried to be like your father
BQ	.56	how much have you tried to become like your parents
BQ	.54	how close were you to your father
BQ	.49	how much time did you spend with your father
BQ	.40	were you active in school subject clubs
BQ	.37	did you read sports magazines
BQ	.34	were you active in student government
BQ	.31	did you read literary magazines
BQ	.31	how often did you suffer when violating society's standards
BQ	.30	how many organizations did your father belong to
BQ	.30	how successful were your teachers in arousing academic interests

TABLE 8

Composite Subgroups--Males

Subgroup	Differential Characteristics
Channelled Concrete Achievers Subgroup #1 N = 35	Composite Dimensions: parental warmth and adjustment (r=.34); socioeconomic status (r=.24); family conflict (r=-.21); academic achievement (r=.20); sociability (r=-.21) Sequential Dimensions: BQ--intellectualism (r=-.15); academic achievement (r=.16); social introversion (r=.17); parental control (r=- .18); CEI--literary pursuits (r=-.17); health (r=.13); PCEI 2/4--general reading (r=-.22); entry level occupational tasks (r=-.32); PCEI 6/8--job channelling (r=.13); cognitive orientation (r=-.15); religious morality (r=.25); social adjustment (r=.16) Sequential Subgroups: BQ--traditional science oriented leaders (r=.16); conservative achieving leaders (r=.13); PCEI 2/4--graduate students (r=.21); PCEI 6/8--enterprising intellectuals (r=.25) Reference Measures: high school grades (r=.23); college grades (r=.28); introversion (r=.23); integrative complexity (r=-.30); banker (r=.28); production manager (r=.16); social worker (r=-.27); minister (r=-.24) Subgroup Description: These individuals came from warm supportive, upper-class familes which were traditional and engendered achievement motivation. Their sons were somewhat introverted and worked hard to achieve within traditional areas on a rather materialistic level. They also manifested substantial concern with family-community considerations.
Upwardly Mobile Individuals Subgroup #2 N = 27	Composite Dimensions: parental warmth and social adjustment (r=.32); socioeconomic status (r=.20); family conflict (r=-.30); satisfaction with social life (r=-.16); occupational satisfaction (r=.26) Sequential Dimensions: BQ--warmth of parential relationship (r=.14); parental control (r=-.11); sibling friction (r=-.14); socioeconomic status (r=.10); CEI--positive college experience (r=-.11); bohemianism (r=-.13); PCEI 6/8--job satisfaction (r=.19) Sequential Subgroups: BQ--unconventional self-directed overachieving leaders (r=.16); PCEI 2/4--unconventional intellectuals (r=.15) Reference Measures: social desirability (r=.18); neuroticism (r=-.16) Subgroup Description: These individuals come from warm, highly cohesive, entrepreneurial families. Members of this subgroup manifested some achievement motivation and social leadership in high school. They were also somewhat independent. This pattern of independent social leadership was apparent in the college and post college years. However, they eventually found satisfactory jobs and concentrated their efforts on achievement in this domain, apparently through social leadership.

TABLE 8 Continued

Subgroup	Differential Characteristics
Unrealistic Independents Subgroup #3 N = 27	Composite Dimensions: parental warmth and social adjustment (r=.27); professional occupational orientation (r=-.29); academic achievement (r=-.44); religious involvement (r=-.17); satisfaction with social life (r=-.14) Sequential Dimensions: BQ--warmth of parental relationship (r=.13); intellectualism (r=-.18); CEI--religious involvement (r=-.11); athletic pursuits (r=-.16); PCEI 2/4--general reading (r=-.32); PCEI 6/8--job channelling (r=-.29); religious involvement (r=-.16) Sequential Subgroups: PCEI 2/4--graduate students (r=-.14); traditional achievers (r=-.30); PCEI 6/8--impoverished ineffective men (r=.17); areligious careerists (r=-.18) Reference Measures: high school grades (r=-.20); college grades (r=-.21); social-religious conformity (r=-.22); architecture (r=.21); chemistry (r=.18); engineering (r=.16); school superintendent (r=-.19); credit manager (r=-.20); business education teacher (r=-.23) Subgroup Description: These individuals come from warm, supportive families which encouraged independence. Subgroup members manifested substantial independence from social institutions and a lack of academic ability. They obtained a sample typical level of job success but remained dissatisfied with their jobs and unwilling to merge into adult social institutions.
Virile Extraverts Subgroup #4 N = 36	Composite Dimensions: parental warmth and social adjustment (r=.27); traditional masculine role (r=.36); sociability (r=.17); satisfaction with social life (r=.29) Sequential Dimensions: BQ--social introversion (r=-.24); social desirability (r=.22); CEI--literary pursuits (r=-.18); religious involvement (r=.15); PCEI 2/4--entry level occupational tasks (r=.13); social adjustment (r=.14) Sequential Subgroups: CEI--fraternity members (r=.16); PCEI 6/8--contented affluent conservatives (r=.18) Reference Measures: masculinity (r=.25); physical goals (r=.31); economic values (r=.16); liberalism (r=-.19); academic achievement (r=-.20); sales (r=.20); military (r=.22); community recreation director (r=.22); mathematics (r=-.30); psychology (r=-.34); journalism (r=-.23) Subgroup Description: These individuals came from traditional families in which they were close to their warm supportive fathers. They were highly athletic and highly social in both high school and college. Involvement with traditional social institutions was especially likely among these males. They obtained jobs in line with their interests which led to some degree of occupational success in adulthood. Their continued athletic and social involvement apparently led to an active and satisfying social life.

TABLE 8 Continued

Subgroup	Differential Characteristics
Insecure Socialities Subgroup #7 N = 15	Composite Dimensions: sociability (r=.16); intellectual pursuits (r=.15); scientific/engineering interests (r=-.11); occupational satisfaction (r=-.37); satisfaction with social life (r=-.25) Sequential Dimensions: BQ--parental warmth (r=-.11); academic achievement (r=.11); scientific interests (r=-.11); CEI--literary pursuits (r=.09); activity in organizations (r=.23); bohemianism (r=.15); PCEI 2/4--extra-occupational satisfaction (r=-.07); job satisfaction (r=-.14); PCEI 6/8--job satisfaction (r=-.36); extra-occupational satisfaction (r=-.15); occupational status (r=.09); social adjustment (r=-.09) Sequential Subgroups: CEI--dependent womanizers (r=.23); organizational activists (r=.20); PCEI 6/8--unhappy isolates (r=.15); successful occupational misfits (r=.42) Reference Measures: high school grades (r=.10); SAT scores (r=.15); liberalism (r=.11); conceptual simplicity (r=.10); engineering (r=-.12); production manager (r=-.15); YMCA secretary (r=.12); community recreation director (r=.10) Subgroup Description: These individuals had parents who allowed them some independence and they were close to their fathers. In high school they were active in athletics, intellectual pursuits and they were socially active. However, they displayed little social confidence. In college they were highly involved with the opposite sex and a variety of extra-curricular activities. After graduation they took jobs which were not in line with their interests and apparently had some difficulty in establishing an independent social life. Consequently, they displayed marked social and occupational satisfaction which became more pronounced over time due to their unwillingness to take action to change the situation.

TABLE 8 Continued

Subgroup	Differential Characteristics
Constrained Careerists Subgroup #8 N = 30	Composite Dimensions: parental warmth and social adjustment (r=-.24); professional occupational orientation (r=-.17); religious involvement (r=-.19); academic achievement (r=-.24); intellectual pursuits (r=-.17); scientific/engineering interests (r=-.11); socioeconomic status (r=-.20); occupational satisfaction (r=.26) Sequential Dimensions: BQ--socioeconomic status (r=-.14); athletic interests (r=-.11); social desirability (r=-.14); CEI--sociability (r=.25); religious involvement (r=-.14); PCEI 2/4--general reading (r=-.26); religious involvement (r=.10); PCEI 6/8--job satisfaction (r=.20); occupational status (r=-.16); religious morality (r=-.19) Sequential Subgroups: PCEI 2/4--traditional achievers (r=.23); alienated occupational successes (r=.23); early maturers (r=.26) Reference Measures: high school grades (r=-.15); college grades (r=-.14); SAT scores (r=-.09); cognitive values (r=-.09); merchandizing (r=.20); office practices (r=.15) Subgroup Descriptions: These individuals were raised in a strict, lower class family environment. In high school they were likely to engage in stereotypic activities such as athletics and building things. During college these males adopted a rather bohemian, highly social life style. However, they prepared themselves for and obtained jobs in line with their interests. While not especially successful occupationally, due to their intellectual limitations, they invested themselves in their jobs and were satisfied with them.

TABLE 8 Continued

Subgroup	Differential Characteristics
Ineffectual Authoritarians Subgroup #9 N = 11	Composite Dimensions: parental warmth and social adjustment (r=-.17); traditional masculine role (r=.23); religious involvement (r=.14); professional occupational orientation (r=-.14); intellectual pursuits (r=-.25); sociability (r=-.10); family conflict (r=-.18) Sequential Dimensions: BQ--warmth of parental relationship (r=.15); parental control (r=.14); social desirability (r=.19); religious activity (r=.13); CEI--self support (r=.14); sociability (r=.18); religious involvement (r=.14); PCEI 2/4--early occupational success (r=-.24); job satisfaction (r=-.18); PCEI 6/8--job channelling (r=-.13); occupational status ((r=-.12); cognitive orientation (r=.14); social adjustment (r=-.17) Sequential Subgroups: CEI--behemianism (r=-.18); PCEI 2/4--early maturers (r=.15) Reference Measures: None Subgroup Description: These individuals were raised in a harsh, controlling, lower-class family in which they tried to be like their father. In high school they engaged in athletics, dating and traditional social activities. During college they engaged in few social or athletic activities; rather they retreated into religion and manifested conservative political views. Members of this subgroup failed to prepare themselves for the occupational world and subsequently they obtained lower level jobs, often clerical in nature, which they were dissatisfied with. They dropped their religious involvement and failed to establish a satisfying marital and social life, although they tended to marry early in adulthood.
Religious Copers Subgroup #10 N = 17	Composite Dimensions: religious involvement (r=.34); satisfaction with social life (r=.18); professional occupational orientation (r=-.19) Sequential Dimensions: BQ--athletic interests (r=.13); CEI--religious involvement (r=.39); activity in organizations (r=.11); PCEI 2/4--vocational direction (r=.21); general reading (r=.13); PCEI 6/8--job channelling (r=.15); job satisfaction (r=.11); extra-occupational satisfaction (r=.15); religious morality (r=.22) Sequential Subgroups: CEI--born again believers (r=.28); spiritual thinkers (r=.20); PCEI 2/4 religious dogmatics (r=.14); PCEI 6/8--born again belivers (r=.24) Reference Measures: high school grades (r=-.15); SAT scores (r=-.16); cognitive values (r=-.10); hierarchical complexity (r=-.10); integrative complexity (r=-.12); conceptual simplicity (r=.10); introversion (r=.16); carpentry (r=.08); printing (r=.09); medicine (r=-.10); chemistry (r=-.09); low (r=-.21); recreational leadership (r=.13) Subgroup Description: These individuals were not especially social or religious in high school although they were active in athletics and a variety of hobbies. They were somewhat simple, protected and lacking in intellectual abilities. In college they dealt with these limitations by an involvement in religious groups. Subgroup members did not prepare themselves for an occupation and obtained rather poor jobs. However, they were not especially dissatisfied and continued to focus their activities on religious and community involvement.

TABLE 8 Continued

Subgroup	Differential Characteristics
Expansive Compensators Subgroup #11 N = 7	Composite Dimensions: parental warmth and social adjustment (r=-.11); religious involvement (r=.14); sociability (r=.25); academic achievement (r=.17); intellectual pursuits (r=.11) Sequential Dimensions: BQ--warmth of parental relationships (r=-.10); intellectualism (r=.08); CEI--literary pursuits (r=.13); sociability (r=.17); activity in organizations (r=.34); PCEI 2/4--entry level occupational tasks (r=.09); college moderated social development (r=.10); PCEI 6/8--extra-occupational satisfaction (r=.09); social adjustment (r=.08) Sequential Subgroups: BQ--cognitively complex religious converters (r=.17); jocks (r=.16); CEI--organizational activists (r=.33) Reference Measures: None Subgroup Description: These individuals were raised in a turbulent, somewhat restrictive family environment in which they were the youngest child. In high school they were socially withdrawn and involved in solitary intellectual pursuits. During college these males became highly active in a variety of organizations; they also spent time reading and in holding jobs. After graduation they obtained entry level business jobs, and they were sufficiently successful to eventually attain upper level managerial jobs. They continued to engage in substantial intellectual reading and social activities, and they eventually formed happy marriages on the basis of shared interests.
Fortunate Approval Seekers Subgroup #12 N = 21	Composite Dimensions: parental warmth and social adjustment (r=.21); traditional masculine role (r=-.28); sociability (r=.27); professional occupational orientation (r=-.15); academic achievement (r=.14); intellectual pursuits (r=-.26); socioeconomic status (r=.19) Sequential Dimensions: BQ--social desirability (r=.22); parental control (r=.08); inte-lectualism (r=-.07); scientific interests (r=-.07); CEI--literary pursuits (r=-.25); sociability (r=.07); marital status (r=-.07); athletic pursuits (r=.18); self-support (r=-.18); PCEI 2/4--religious involvement (r=-.30); entry occupational tasks (r=.13); PCEI 6/8--job channelling (r=-.13); cognitive orientation (r=-.14) Sequential Subgroups: CEI--fraternity members (r=.20); PCEI 2/4--good old boys (r=.29) Subgroup Description: These individuals were raised by strict, distant, apparently upper class individuals. In high school they were withdrawn and spent their spare time on solitary hobbies. Nevertheless, they manifested a desire for social approval. In college they joined a fraternity and became socially active and involved in athletics. They found satisfactory jobs after graduation and established an active, albeit limited, social life. During this time they displayed little interest in intellectual pursuits although they were involved with athletics.

TABLE 8 Continued

Subgroup	Differential Characteristics
Adjustive Successes Subgroup #13 N = 42	Composite Dimensions: parental warmth and social adjustment (r=-.40); traditional masculine role (r=-.25); academic achievement (r=.12); professional occupational orientation (r=.20); religious involvement (r=-.17); socioeconomic status (r=-.14) Sequential Dimensions: BQ--socioeconomic status (r=-.18); social desirability (r=.17); PCEI 2/4--entry level occupational tasks (r=-.21) Sequential Subgrops: BQ--analytical independents (r=.15); approval seeking humanitarians (r=.15); PCEI 6/8--areligious careerists (r=.16) Subgroup Description: These individuals were raised in a harsh, restrictive, lower class family background. They disliked high school but worked hard and did well in academics, although they were somewhat withdrawn socially and spare time was spent on individual sports or solitary intellectual activities. In college they continued to work hard but were otherwise typical undergraduates. They channelled themselves into upper level business oriented jobs which paid well. Since this was in line with their desires, they were satisfied with them. Aside from establishing satisfactory marriages they were otherwise rather typical adults.
Premature Conformists Subgroup #14 N = 22	Composite Dimensions: parental warmth and social adjustment (r=-.16); traditional masculine role (r=.17); religious involvement (r=.14); sociability (r=-.30); socioeconomic status (r=-.14); family conflict (r=.14); academic achievement (r=.12); scientific/engineering interests (r=.12); occupational satisfaction (r=-.12); satisfaction with social life (r=-.11) Sequential Dimensions: BQ--social introversion (r=-.26); athletic interests (r=.12); sibling friction (r=.12); CEI--literary pursuits (r=-.28); activity in organizations (r=.19); marital status (r=.10); PCEI 2/4--job satisfaction (r=-.19); extra-occupational satisfaction (r=-.26); college moderated social development (r=-.12); PCEI 6/8--job satisfaction (r=-.18); religious morality (r=-.12); social adjustment (r=-.11) Sequential Subgroups: non-conformist dropouts (r=.20); CEI--ineffective isolates (r=.39); PCEI 2/4--socially maladapted individuals (r=.22); early maturers (r=.20) Subgroup Description: These individuals were raised in a somewhat harsh, lower class family environment; however, they were close to their fathers. In high school they appeared to adopt the traditional masculine role being active in athletics and extra-curricular activities. They were also active with the opposite sex. Moreover, these males began dating early and were likely to be married at the time of college entry. In college they were active in a variety of organizations but were somewhat isolated socially. They took a job immediately after graduation. However, as a result of trying to establish a marriage and career they became dissatisfied with both. Although these effects diminished with the passage of time, some after effects were apparent six to eight years after graduation.

TABLE 8 Continued

Subgroup	Differential Characteristics
Bourgeois Outliers Subgroup #15 N = 30	Composite Dimensions: parental warmth and social adjustment (r=-.35); socioeconomic status (r=.14); professional occupational orientation (r=-.26); religious involvement (r=.13); academic achievement (r=.22); satisfaction with social life (r=-.21) Sequential Dimensions: BQ--academic achievement (r=-.24); scientific interests (r=-.15); social introversion (r=-.11); CEI--literary pursuits (r=.15); positive college experience (r=-.22); PCEI 2/4--early occupational success (r=-.13); College moderated social development (r=.16); PCEI 6/8--job channelling (r=.27); religious morality (r=.14); extra-occupational satisfaction (r=-.20) Sequential Subgroups: PCEI 2/4--graduate students (r=.27); PCEI 6/8--unambitious townsmen (r=.21); unhappy isolates (r=.15) Subgroup Description: These individuals were raised in relatively wealthy homes in which the parents displayed little concern with their son's activities. While doing well in school, these males were apparently somewhat rebellious, rejecting traditional social activities for solitary intellectual pursuits. In college this rebellion and liberal intellectual orientation became more pronounced. This trend was also apparent in their post college years. They obtained upper level social service jobs. These males were likely to avoid adult social institutions and were dissatisfied with both their marriage and broader social lives.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Subgroup = 1 N = 46	Composite Dimensions: traditional social adjustment (r=.56); negative parent/child conflict (r=-.12); sibling friction (r=-.21); sociability (r=.10); job channelling (r=.26); intellectural pursuits (r=-.15); life satisfaction (r=.20) Sequential Dimensions: conformity to female role (r=.18); CEI--self support (r=.15); PCEI 2/4--religious beliefs (r=.14); rudementary people oriented jobs (r=.34 job determinants (r=.24); PCEI 6/8--job determinants (r=.24); perceived occupational status (r=-.18); extra-occupational satisfaction (r=.36; Sequential Subgroups: DO--well adjusted achievers (r=.18); CEI--traditional daters (r=.23); PCEI 2/4--concrete careerists (r=.49); immature escapists (r=-.16); effective adapters (r=.23); PCEI 6/8 realistically mature adults (r=.38) Reference Measures: social-religious conformity (r=.26); extroversion (r=.25) Subgroup Description: These individuals were reared in warm, supportive somewhat traditional families. In high school they were active and attempted to achieve in those areas open to females, while they avoided achievement in traditional male areas, such as science and athletics, even when they had the requisite abilities. These females were socially active in college and dated frequently. They did not marry immediately after graduation but were likely to be married six to eight years after graduation. These marriages were happy, somewhat traditional and they appeared to maintain the social service jobs they had prepared temselves for as a sideline.
Subgroup = 2 N=9	Composite Dimensions: traditional social adjustment (r=.20); religious involvement (r=.42); self esteem (r=.12); intellectual pursuits (r=.08); socioeconomic status (r=.11); negative parent/child conflict (r=-.08); sibling friction (r=.07); life satisfaction (r=.04) Sequential Dimensions: BQ--academic achievement (r=.11); negative parent/child conflict (r=-.08); sibling friction (r=.07); life satisfaction (r=.04)

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Unconventional Successes Subgroup #3 N = 20	Composite Dimensions: traditional social adjustment (r = -.24); religious involvement (r = -.16); socioeconomic status (r = -.23); occupational level and satisfaction (r = .10); intellectual pursuits (r = .31); life satisfaction (r = .12). Sequential Dimensions: BQ--cultural/literary interests (r = .28); socioeconomic status (r = -.14); popularity with the opposite sex (r = -.08); CEI--liberal activism (r = .20); sociability (r = .18); religious involvement (r = -.18); PCEI 2/4--religious beliefs (r = -.22); occupational initiative (r = -.13); rudimentary people oriented jobs (r = .16); PCEI 6/8--intellectual reading (r = .30); extra-occupational satisfaction (r = .16); religious-community involvement (r = -.15). Sequential Subgroups: BQ--unconventional achievers (r = .22); CEI--traditional daters (r = -.16); fashionable liberals (r = .17); PCEI 2/4--unaspiring workers (r = -.19); unambitious passives (r = .16); PCEI 6/8--vocationally adjusted expressives (r = .17) Reference Measures: SAT mathematics (r = -.08); SAT verbal (r = .11); academic achievement (r = .06); femininity (r = -.08); hierarchical complexity (r = .09); introversion (r = .10); tendermindedness (r = .10); authoritarianism (r = -.08); emotional exposure (r = .13); emotional inhibition (r = .08); expression of negative emotions (r = .11); music (r = .07); arts (r = .08); writing (r = .08); science (r = .10); mathematics (r = -.09); mechanics (r = -.11); sales manager (r = -.09); Chamber of Commerce executive (r = -.10). Subgroup Description: These individuals were raised in a relatively harsh lower class environment. In high school these females were somewhat withdrawn and spend their spare time in solitary intellectual pursuits. During college they were rather rebellious and manifested a liberal intellectual life style. There was also an expansion of social contact, particularly with males. After college they channelled themselves into the cultural/social service jobs they desired and they were eventually successful on these jobs. They continued to display an independent intellectual orientation, and they appeared to have established an active satisfying, somewhat nontraditional social life.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Frustrated Incompetents Sugroup #4 N = 15	Composite Dimensions: Job channelling (r = -.25); intellectual pursuits (r = -.12); self-esteem (r = -.30); sociability (r = -.33); negative parent child conflict (r = .16). Sequential Dimensions: BQ--parental control (r = .12); adjustment (r = .08); CEI--religious involvement (r = -.14); positive college experience (r = -.16); PCEI 2/4--job satisfaction (r = -.15); PCEI 6/8--job appropriateness (r = -.15); collegiate social maturation (r = -.31); intellectual reading (r = -.08). Sequential Subgroups: PCEI 2/4--unprepared underemployeds (r = .20) Reference Measures: high school grades (r = -.16); college grades (r = -.18); SAT scores (r = -.16); external control (r = .11); economic values (r = .12); acquiescence (r = .14); occupational level (r = -.22); specialization level (r = -.13); real estate sales (r = .26); office work (r = .18); purchasing agent (r = .21); science (r = -.24); mechanics (r = -.19). Subgroup Description: These individuals were raised in a middle class family. They were rather unintelligent. In high school they were socially active although not especially self-confident. During both high school and college they did poorly academically. When this was coupled with a lack of occupational preparation they obtained poor jobs. they were dissatisfied with these jobs and despite focusing their activities in this area they seemed incapable of changing the situation. These females also had trouble establishing an independent social life and this led to further dissatisfaction.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Social Manipulators Subgroup #5 N = 16	Composite Dimensions: self-esteem (r = .18); sociability (r = .22); religious involvement (r = .14); sibling friction (r = .14); intellectual pursuits (r = .38); life satisfaction (r = -.16). Sequential Dimensions: BQ--parental control (r = .12); cultural/literary interests (r = -.12); expression of negative emotions (r = -.08); parental warmth (r = -.09); CEI--liberal activism (r = .13); religious involvement (r = .12); sociability (r = .34); leisure reading (r = .12); PCEI 2/4--intellectual leisure reading (r = .13); PCEI 6/8--intellectual reading (r = .10). Sequential Subgroups: CEI--effective intellectuals (r = .26); PCEI 2/4--"school marms" (r = .21). Reference Measures: high school grades (r = -.19); SAT mathematics (r = .10); academic achievment (r = -.23); integrative complexity (r = .23); conceptual simplicity (r = .20); cognitive values (r = .12); extraversion (r = .10); neuroticism (r = .23); social desirability (r = .27); occupational level (r = .09); specialization level (r = .21); personnel director (r = .25); public administrator (r = .20); school superintendent (r = .12); veterinarian (r = .20); psychologist (r = -.13); carpentry (r = -.16); farming (r = -.24). Subgroup Descriptions: These individuals came from warm supportive familities which engendered sense of achievement motivation. They in turn manifested substantial achievement motivation; however, it appeared to be focused in the social domain where they were highly active and effective. This pattern was maintained during thier college years. However, they also displayed the then fashionable liberal intellectual orientation. Nevertheless, they carefully prepared themselves for jobs in line with their interests which entailed social control. They eventually obtained these jobs and were successful on them. Members of this type also formed a superficially successful social life, although this appeared to deepen problems, and they remained active in intellectual pursuits.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Paternal Reactives Subgroup #6 N = 8	Composite Dimensions: traditional social adjustment (r = -.11); job channelling (r = -.21); occupational level and satisfaction (r = -.18); sociability (r = -.08); intellectual pursuits (r = .20); religious involvement (r = -.18); paternal identification (r = .26); negative parent/child conflict (r = -.15); sibling friction (r = -.09). Sequential Deimensions: BQ--warmth of maternal relationship (r = -.21); paternal warmth (r = .10); positive academic attitudes (r = -.14); CEI--religious involvement (r = .11); athletic participation (r = -.19); health (r = -.10); sociability (r = .17); traditional social involvement (r = .18); PCEI 2/4--intellectual leisure reading (r = .15); occupational initiative (r = -.10); religious beliefs (r = -.20); rudimentary people oriented jobs (r = .10); PCEI 6/8--job determinants (r = -.12); job satisfaction (r = -.15); religious community involvement (r = -.16); intellectual reading (r = .16). Sequential Subgroups: CEI--fashionable liberals (r = .18); dependent isolates (r = .38); PCEI 2/4--unaspiring workers (r = .23); PCEI 6/8--underemployed intellectuals (r = .18). Subgroup Description: These individuals came from a harsh restrictive family environment in which they were closer to their fathers than their mothers, perhaps, of the former's relatively more positive behavior. In high school this environment led to poor adjustment, dependency, social withdrawal and a preference for athletic and solitary intellectual pursuits. In college they rebelled against this environment becoming social and political radicals. Some expansion of social and intellectual interests was also apparent. However, they failed to prepare themselves for the occupational world and could not form satisfying social relationships, especially with men. They subsequently had marital and occupational difficulties which were worsened by their continued rebellion. These females remained interested in intellectual pursuits.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Restricted Socialisers Subgroup #7 N = 28	Composite Dimensions: traditional social adjustment (r = -.29); job channelling (r = -.17); occupational level and satisfaction (r = .16); sociability (r = .27); religious involvement (r = -.19); negative parent child conflict (r = -.23); paternal identification (r = .22); socioeconomic status (r = -.11); sibling friction (r = .28). Sequential Dimensions: BQ--social leadership (r = -.16); socioeconomic status (r = -.08); CEI--dating activity (r = .23); religious involvement (r = -.18); PCEI 2/4--job appropriateness (r = -.17); PCEI 6/8--job determinants (r = -.16); job satisfaction (r = .18); collegiate social maturation (r = .16); perceived occupational status (r = .17). Sequential Subgroups: BQ--extraverted materialistic authoritarians (r = .29); CEI--fragile flirts (r = .23); PCEI 2/4--self-defeating passives (r = .15). Reference Measures: high school grades (r = -.14); academic achievement (r = -.16); integrative complexity (r = -.12); long term goals (r = -.15); social desirability (r = .09); social-religious conformity (r = .11); authoritarianism (r = .14); positive emotionality (r = .09); negative emotionality (r = -.13); introversion (r = .10); occupational level (r = -.16); osteopath (r = -.06); CPA owner (r = .09); minister (r = -.07); nature (r = .12); technical responsibility (r = .11); agriculture (r = .15). Subgroup Description: These individuals come from a strict, cold, lower class family. In high school they were not strongly motivated to achieve in academic situations. They were conformists and while they expressed a desire for social approval, they were not especially socially effective. In college they joined a sorority but apparently for friendship and contact with the opposite sex. Their social effectiveness increased during this period. They failed to plan for a specific job but eventually obtained sales jobs on which they were moderately successful. These females continued to manifest an interest in the opposite sex and they centered their social lives around their husbands.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Discontended Male Dependents Subgroup #8 N = 10	Composite Dimensions: traditional social adjustment (r = -.19); self-esteem (r = -.11); sociability (r = -.14); scientific interests (r = -.07); religious involvement (r = .22); negative parent/child conflict (r = -.09); paternal identification (r = .09); life satisfaction (r = -.27); athletic activities (r = .30). Sequential Subgroups: BQ--warmth of maternal relationship (r = -.12); social leadership (r = .11); conformity to female role (r = .11); popularity with the opposite sex (r = .17); athletic participation (r = .27); academic achievement (r = -.13); CEI--dating activity (r = -.15); religious involvement (r = .23); traditional social involvement (r = .13); sociability (r = .10); PCEI 2/4--occupational initiative (r = .22); rudimentary people oriented jobs (r = .16); upward occupational mobility (r = -.13); intellectual leisure reading (r = -.19); extra-occupational satisfaction (r = -.16); PCEI 6/8--extra-occupational satisfaction (r = -.27); perceived occupational status (r = -.15); collegiate social maturation (r = -.10).. Sequential Subgroups: BQ--unpopular, cognitively simple introverts (r = .29); scholarly bookworms (r = .29); CEI--Christians (r = .26); PCEI 2/4--self-defeating passives (r = .15); PCEI 6/8--presently devestated women (r = .30); family focused women (r = .15). Subgroup Description: These individuals were raised in a harsh, restrictive, non-religious middle class family. In high school they were concerned with achievement and effective in the social and extracurricular domains. However, this did not carry over into college. Here they withdrew into religion and traditional social roles while failing to prepare themselves for the occupational world. This withdrawal seemed to be based on the same desire for security which was apparent in their early marriage. In their dependency on their husbands these females failed to establish a satisfactory, social, marital or occupational life.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Defensive Conformists Subgroup #9 N = 23	Composite Dimensions: traditional social adjustment (r = -.36); job channeling (r = .29); self-esteem (r = .15); sociability (r = -.28); intellectual pursuits (r = -.23); scientific interests (r = .17); socioeconomic status (r = -.20). Sequential Dimensions: BQ--social leadership (r = .16); CEI--liberal activism (r = -.23); leisure reading (r = -.17); sociability (r = -.15); health (r = .15); PCEI 2/4--job appropriateness (r = .20); rudimentary people oriented jobs (r = .29); upward occupational mobility (r = -.21); religious beliefs (r = -.20); PCEI 6/8--job determinants (r = .26); job satisfaction (r = -.17). Sequential Subgroups: CEI-married students (r = -.22); PCEI 2/4--immature escapists (r = .54); PCEI 6/8 family focused women (r = .15). Subgroup Description: These females were raised in an extremely harsh, lower class family environment in which they were criticized, pushed for achievement and allowed little independence. In high school they were highly conformist, socially isolated, desiring of power and structure, and academically ineffective. Their spare time was spent on solitary intellectual pursuits. They remained conformist and socially introverted in college. Their activities seemed to be focused on going steady. They also channelled themselves into the teaching jobs they apparently desired. Throughout this time period they displayed little interest in religious or intellectual pursuits. Otherwise, their adult behavior was sample typical.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
"Orphaned" Adapters Subgroup #10 N = 3	Composite Dimensions: traditional social adjustment (r = -.10); self-esteem (r = -.11); sociability (r = .11); negative parent/child conflict (r = .26); socioeconomic status (r = -.10); athletic interests (r = -.16). Sequential Dimensions: BQ--social leadership (r = -.11); conformity to female role (r = -.07); socioeconomic status (r = .04); CEI--traditional social involvement (r = -.10); leisure reading (r = .11); self-support (r = -.09); PCEI 2/4--job satisfaction (r = .09); intellectual leisure reading (r = .09); upward occupational mobility (r = -.10); occupational initiative (r = .09); rudimentary people oriented jobs (r = .09); religious beliefs (r = -.10); PCEI 6/8--social job activities (r = -.17); perceived occupational status (r = .10); collegiate social maturation (r = .10); religious community involvement (r = .09). Sequential Subgroups: PCEI 6/8--disillusioned capitalists (r = .26). Subgroup Description: These individuals were raised in relatively entrepreneurial families in which the parents displayed little overt concern for or warmth towards their daughters, although they did encourage independence. In high school they appeared to be somewhat independent, socially withdrawn, socially immature and emotionally flat. They also tended to dislike and do poorly in school. In college these females were likely to join a sorority and this served as a basis for an expansion of social skills. After graduation they capitalized on these newly developed skills and their family background to obtain managerial jobs on which they were quite successful, although a concern with advancement led to some dissatisfaction. They were also successful in establishing a satisfactory social life and marriage which allowed them some independence.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Unambitious Passives Subgroup #11 N = 17	Composite Dimensions: traditional social adjustment (r = -.17); occupational level and satisfaction (r = -.36); life satisfaction (r = .11); religious involvement (r = .20); scientific interests (r = .17); socioeconomic status (r = -.17); sibling friction (r = -.18). Sequential Dimensions: BQ--positive academic attitudes (r = -.08); PCEI 2/4--job appropriateness (r = -.20); upward occupational mobility (r = -.14); occupational initiative (r = -.17); extra-occupational satisfaction (r = .08); PCEI 6/8--job determinants (r = -.28); religious-community involvement (r = -.19). Sequential Subgroups: CEI--athletics (r = .22); PCEI 6/8--community directed housewives (r = .29). Reference Measures: SAT scores (r = .09); social desirability (r = .16); authoritarianism (r = -.07); integrative complexity (r = .12); occupational level (r = -.11); dentistry (r = .16); physical therapist (r = .19); forest service (r = .24); carpentry (r = .12); real estate sales (r = -.15); advertising (r = .19). Subgroup Descriptions: These individuals tended to be a younger daughter in a rather typical middle class family. In high school they were unassertive and somewhat withdrawn socially. Their spare time was spent on solitary intellectual pursuits while their academic and extracurricular performance was sample typical. This same general pattern was apparent in their college behavior where they seemed to retreat into the student role. They failed to prepare themselves for or to take an active approach to the occupational world and so they obtained rather poor jobs which were not in line with their interests or abilities. However they were not especially unhappy due to their merger into theprotective social institutions of marriage or religion.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Social Copers Subgroup #12 N = 26	Composite Dimensions: traditional social adjustment (r = -.40); self-esteem (r = -.17); sociability (r = .33); intellectual pursuits (r = -.12); religious involvement (r = .15); negative parent/child conflict (r = .24); paternal identification (r = -.19); athletic interests (r = -.12); life satisfaction (r = .12). Sequential Dimensions: BQ--warmth of maternal relationship (r = -.18); parental control (r = .08); socioeconomic status (r = .12); social leadership (r = .15); academic achievement (r = .12); athletic participation (r = -.21); CEI--dating activity (r = .18); traditional social involvement (r = .21); athletic participation (r = -.17); PCEI 2/4--extra-occupational satisfaction (r = -.20); collegiate social development (r = .10); rudimentary people-oriented jobs (r = .26); PCEI 6/8--collegiate social maturation (r = .15). Sequential Subgroups: CEI--traditional daters (r = .17); PCEI 2/4--immature escapists (r = .17). Subgroup Description: These individuals were raised by controlling, rather cold mothers who pushed their daughters for achievement. In high school they appeared to desire social approval and attempted to achieve through social leadership. However, they were not especially socially effective and tended to be somewhat withdrawn and maladjusted. In college they joined a sorority and this served as a basis for the development of social skills and self-esteem. They also dropped their previous intellectual and academic interests and expressed the role congruent with conservative religious orientation. Subsequently, these females channelled themselves into jobs where their social skills would be of use. However, they concentrated their energy on marital and community areas and were apparently successful in these areas perhaps because of their social skills and and concern with social achievements.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Channelled Extraverts Subgroup #13 N = 13	Composite Dimensions: traditional social adjustment (r = .35); religious involvement (r = .22); job channelling (r = .15); scientific interests (r = -.15); negative parent/child conflict (r = .25); socioeconomic status (r = .20); sibling friction (r = .14); athletic activities (r = .21); life satisfaction (r = -.10) Sequential Dimensions: BQ--social leadership (r = .13); scientific interests (r = .15); expression of negative emotions (r = -.22); CEI--dating activity (r = .21); religious involvement (r = -.13); PCEI 6/8--extra-occupational satisfaction (r = -.10); perceived occupational status (r = .17) Sequential Subgroups: PCEI 2/4--homebodies (r =.18); PCEI 6/8--community directed housewives (r = .15) Reference Measures: extraversion (r = .29); Air Force officer (r = .19); recreational leadership (r = .22); printer (r = .14); librarian (r = - .24) Subgroup Description: These individuals were raised in a warm, supportive upper class environment which instilled a sense of social confidence, a concern with appropriate social behavior and achievement. In high school and college these females attempted to achieve in both the athletic and social activities, and they were generally quite successful in this attempt. However, in college these females seemed to be especially concerned about achievement with the opposite sex and in traditional areas. They eventually fell into the managerial jobs which were in line with their concerns and were relatively successful in them. Members of this subgroup also established an active social life and married relatively early but the apparent superficial nature of many of these relationships led to some difficulties.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Isolated Intellectuals Subgroup #14 N = 17	Composite Dimensions: traditional social adjustment (r = .09); sociability (r = -.37); athletic activities (r = -.30); self esteem (r = .10); paternal identification (r = -.26); sibling friction (r = .14); scientific interests (r = .14); occupational level and satisfaction (r = .08) Sequential Dimensions: BQ--warmth of maternal relationship (r = -.21); academic achievement (r = .17); scientific interests (r = .09); athletic interests (r = -.20); expression of negative emotions (r = -.15); cultural/ literary interests (r = -.15); popularity with the opposite sex (r = -.10); CEI--dating activity (r = -.37); leisure reading (r = -.15); health (r = .12); PCEI 2/4--extra-occupational satisfaction (r = -.10); collegiate personal development (r = -.28), rudimentary people oriented jobs (r = -.19); PCEI 6/8--collegiate social maturation (r = -.24); occupational initiative (r = -.13) Sequential Subgroups: BQ--scholarly bookworms (r = .15); CEI--introverted escapists (r = .19); PCEI 2/4--satisfied conventional females (r = .31); homebodies (r = -.21); PCEI 6/8--professionals (r = .22); realistically mature adults (r = .21) Reference Measures: high school grades (r = .22); college grades (r = .32); SAT scores (r = .21); emotional exposure (r = -.24); introversion (r = .34); integrative complexity (r = -.24); physical goals (r = -.20); mathematics (r = .36); physicist (r = .36); engineer (r = .33); psychologist (r = .23); YMCA secretary (r = -.45); social worker (r = -.26); credit manager (r = -.29); Subgroup Description: These individuals were raised in a warm supportive family environment in which they were close to their intellectual father, but not their mother. Their parents pushed for achievement and their daughters attempted to and did develop adequate intellectual skills, were somewhat introverted and tended to live a rather restricted "academic" life. They had little difficulty in finding a job but did not attain one in line with their interests or abilities. However, they were reasonably successful on their jobs and were satisfied with them. They tended to marry late and live a limited but satisfying social life within the traditional feminine role.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Independent Achievers Subgroup #15 N = 5	Composite Dimensions: traditional social adjustment (r = .09); self-esteem (r = -.08); intellectual pursuits (r = .17); scientific interests (r = .17); athletic activities (r = .15); negative parent/child conflict (r = .10); paternal identification (r = -.16); socioeconomic status (r = -.17); sibling friction (r = .18). Sequential Dimensions: BQ--academic achievement (r = .09); scientific interests (r = .04); socioeconomic status (r = -.09); popularity with the opposite sex (r = -.08); positive academic attitudes (r = .17); paternal warmth (r = -.06); CEI--dating activity (r = .04); health (r = .09); self-support (r = .13); sociability (r = .16); leisure reading (r = .07); positive college experience (r = .12); PCEI 2/4--occupational initiative (r = -.16); job appropriateness (r = -.12); extra-occupational satisfaction (r = -.07); religious beliefs (r = -.08); PCEI 6/8--job satisfaction (r = -.10); religious community involvement (r = -.15); intellectual reading (r = .08); occupational initiative (r = .11). Sequential Subgroups: CEI--fashionable liberals (r = .24); PCEI 2/4--satisfied conventional females (r = .18); PCEI 6/8--occupationally disaffected women (r = .17). Reference Measures: SAT scores (r = .15); college grades (r = .32); cognitive values (r = .11); long term goals (r = .32); heirarchical complexity (r = .09); emotional exposure (r = .16); emotional inhibition (r = .13); positive emotionality (r = -.13); physical goals (r = -.10); economic values (r = -.11); liberalism (r = -.08); social religious conformity (r = .11); internal control (r = .07); femininity (r = .08); secretary (r = -.20); banker (r = -.14); accountant (r = -.12); carpentry (r = -.08); art (r = .16); writing (r = .14); religion (r = .08). Subgroup Description: These individuals were raised in a warm supportive lower class family. In high school they were somewhat independent, academically effective and socially mature and effective. During college they developed an interest in intellectual pursuits. They planned for and found jobs in the business world and were eventually quite successful on these jobs, although they were somewhat dissatisfied with them. These females maintained their intellectual interests and independence. They eventually formed satisfactory social lives outside the established adult social institutions.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Insecure Behemians Subgroup #16 N = 4	Composite Dimensions: traditional social adjustment (r = .11); self-esteem (r = .16); intellectual pursuits (r = .12); athletic activities (r = .14); negative parent/child conflict (r = .16); paternal identification (r = .08); socioeconomic status (r = .14); BQ--warmth of maternal relationship (r = .08); academic achievement (r = -.10); cultural/literary interests (r = .12); scientific interest (r = -.06); adjustment (r = .13); positive academic attitudes (r = .07); paternal warmth (r = .05); CEI--liberal activism (r = .10); sociability (r = .23); traditional social involvement (r = -.07); religious involvement (r = -.10); PCEI 2/4--upward occupational mobility (r = -.10); occupational initiative (r = -.16); rudimentary people oriented jobs (r = -.12); religious beliefs (r = -.08); PCEI 6/8--asocial job activities (r = .11); collegiate social maturation (r = .11); intellectual reading (r = .16). Sequential Subgroups: CEI--fashionable liberals (r = .29); PCEI 2/4--satisfied conventional females (r = -.21); PCEI 6/8--downtrodden passives (r = .25). Reference Measures: SAT scores (r = .04); high school grades (r = -.08); tender-mindedness (r = .10); authoritarianism (r = .25); internal control (r = -.13); conceptual simplicity (r = .11); integrative complexity (r = .09); hierarchical complexity (r = .17); emotional exposure (r = .17); emotional inhibition (r = .09); law (r = .10); author/journalist (r = .08); social work (r = .05); accounting (r = -.09). Subgroup Description: These individuals were raised in a warm, supportive, upper class family which valued independence. In high school they were somewhat rebellious, socially active and rather mature, and conformed to peer norms. In college they became highly rebellious and adopted a liberal bohemian life style. They failed to prepare themselves for the occupational world and so had some early difficulties. In adulthood they remained socially active but failed to merge into adult social institutions due to their continuing rebellion. This resulted in both marital and occupational difficulties.

TABLE 9

Composite Subgroup--Females

Subgroup	Differential Characteristics
Female Enuchs Subgroup #17 N = 20	Composite Dimensions: traditional social adjustment (r = .13); self-esteem (r = -.34); life satisfaction (r = -.38); athletic activities (r = -.20); socioeconomic status (r = .11); sibling friction (r = .13) Sequential Dimensions: CEI--traditional social involvement (r = .16); PCEI 2/4--occupational initiative (r = -.11); PCEI 6/8--extra-occupational satisfaction (r = -.33); religious community involvement (r = -.19); intellectual reading (r = -.16). Sequential Subgroups: BQ--unpopular, cognitively simple introverts (r = .20); CEI--introverted escapists (r = .19); PCEI 6/8--innovative vocationally uncommitted women (r = .15). Reference Measures--introversion (r = .42); emotional exposure (r = .11); hierarchical complexity (r = -.14); personnel director (r = -.14); arts (r = -.20); music (r = -.13); painter (r = .26); carpenter (r = .26); farmer (r = .16). Subgroup Description: These individuals were raised in rather protective, middle-class families. In high school they were rather introverted and socially inactive. They also tended to avoid traditionally male activities such as science and athletics despite having some ability in these areas. These females also displayed a lack of self-confidence. In college they engaged in traditional feminine activities but remained somewhat withdrawn. They tended to enter clerical jobs after graduation. Their introversion, inflexible role behavior and simplicity made it difficult for them to establish a satisfying marriage and social life in adulthood.

Table 10

Cross Time Dimension Score Correlations Within Male Subgroup 1
Cross Time Dimension Score Correlations Within Male Subgroup 2

	Factor #											
	1	2	3	4	5	6	7	8	9	10	11	12
1	1.0	.06	-.34	.27	.61	.34	-.18	-.11	-.29	.22	-.13	-.20
2	.34	1.0	-.05	-.20	.00	.09	.27	-.03	-.37	.23	.01	-.21
3	-.27	.17	1.0	-.06	-.22	-.49	.14	.12	.25	-.14	-.03	.13
4	-.44	-.13	-.10	1.0	-.40	-.06	.20	-.20	-.07	-.08	.37	-.04
5	-.57	-.44	.05	.45	1.0	.15	-.14	-.06	-.08	.11	-.22	-.11
6	.33	-.02	-.50	.05	.02	1.0	-.08	-.05	-.06	.20	.21	-.06
7	-.18	.02	.12	-.17	-.23	.05	1.0	.08	-.15	-.07	.00	-.09
8	.30	.09	.04	-.25	.12	.19	.06	1.0	-.03	.21	.16	.11
9	.09	-.11	.09	-.10	.24	.07	-.30	-.26	1.0	-.33	-.21	.12
10	.29	.00	-.14	-.23	.31	.04	-.16	-.26	.25	1.0	-.01	.03
11	.34	-.35	-.45	-.05	-.03	.43	-.07	-.09	.25	.34	1.0	.15
12	-.10	-.25	-.10	.15	.07	.03	-.37	.07	.33	.14	.05	1.0

$N_1 = 35$ $\underline{p} < .05 = .29$

$N_2 = 27$ $\underline{p} < .05 = .32$

Table 11

Cross Time Dimension Score Correlations Within Female Subgroup 1
Cross Time Dimension Score Correlations Within Female Subgroup 13

	Factor #													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.00	.34	.06	-.57	.49	.06	.22	.23	.23	.53	.05	.13	-.29	.11
2	.47	1.0	.17	-.25	.19	.22	.10	.24	.13	.37	.00	-.06	-.11	-.05
3	-.15	.15	1.0	-.06	-.03	-.13	-.01	.12	-.41	.21	.19	-.12	.10	.08
4	-.45	-.32	.18	1.0	-.28	-.15	-.00	-.29	-.10	-.19	.01	.07	.08	-.14
5	.00	-.35	-.10	.03	1.0	.12	-.03	.05	.31	.39	-.22	.18	.05	-.05
6	.06	-.04	.08	.22	-.24	1.0	.13	.34	.26	.03	-.30	.31	-.11	.06
7	.23	-.09	.07	.11	.11	-.43	1.0	.01	.09	.06	.19	.40	.10	-.22
8	.02	.00	.17	-.35	-.05	-.17	.00	1.0	.01	-.12	-.10	-.14	.00	-.03
9	-.11	-.10	-.28	.23	-.09	.15	-.28	.10	1.0	.06	-.19	.17	-.00	-.20
10	-.25	-.29	.11	.20	.23	.05	.03	-.10	.17	1.0	-.02	.08	-.08	-.07
11	.26	.04	.11	-.05	.17	-.27	.52	.10	-.01	-.00	1.0	.01	-.08	.06
12	-.05	.29	-.02	-.26	-.34	-.12	.02	.15	-.10	.00	-.09	1.0	-.01	-.19
13	-.13	-.21	.00	.42	-.11	.09	.08	.15	.02	-.03	-.39	.04	1.0	-.08
14	-.09	.16	-.10	-0.07	-.37	-.13	-.06	.14	-.05	-.19	-.11	.38	.33	1.0

$N_1 = 46$ $\underline{p} < .05 = .25$

$N_{13} = 31$ $\underline{p} < .05 = .34$